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ABSTRACT

This guide is intended to help districts and schools think about how their programs for educationally deprived children are designed and how they can be improved. In view of new Chapter 1 legislation (P.L. 100-297), which places strong emphasis on program improvement to disadvantaged students, practitioners need to internalize elements of new policy and integrate them with age-old principles of good teaching. In its first section, the guide describes five basic principles for successfully planning and implementing Chapter 1 programs: (1) acquisition of basic and advanced skills; (2) intensive early intervention; (3) staff coordination; (4) extra quality time for students to learn new concepts and skills; and (5) parent involvement. The second section of the guide describes Chapter 1 programs in three school districts, which differ in size and educational approach, to illustrate successful attention to the five principles. Chinle, Arizona, is located in the midst of a rural Indian reservation. Its program shows how the local Indian culture and environment can be used to make curriculum interesting and educationally relevant. Juab, Utah, is a small district that has undergone major school improvement efforts. It provides an example of how Chapter 1 services can be integrated into the regular instructional program. Long Beach, California, is an urban district that has successfully coordinated programs and added quality time to low-achieving students' instructional day. This document includes 16 references. (TES)

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PRINCIPLES OF SUCCESSFUL CHAPTER 1 PROGRAMS:

A Guidebook for Rural Educators

Larry F. Guthrie

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Robert Burns

1989

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INTRODUCTION

The new Chapter 1 legislation, P.L. 100-297, places a strong emphasis on program improvement and outcomes for students. For the first time, the program aspires to help educationally deprived students "succeed in the regular program ... [and] attain grade-level proficiency."

The importance of this shift in emphasis must not go unnoticed by schools. They are now challenged to examine their Chapter 1 program goals and raise their expectations for the students they serve. This guide is intended to help districts and schools begin to think about how their programs are designed and how they can be improved.

As part of the Rural Assistance Center in the Far West Laboratory, the authors have worked with a number of rural school districts in improving their Chapter 1 programs. In view of the new legislation and redoubled emphasis on improving Chapter 1 services to the disadvantaged students, we sense a strong need for a guidebook that will help practitioners better internalize important elements of the new policies and guidelines and integrate them with some age-old principles of good teaching.

We begin by offering five basic principles that can easily be remembered and put to use in Chapter 1 program planning and implementation. We then provide three brief case studies of exemplary Chapter 1 programs that have successfully utilized at least one of these principles.

We hope these principles and cases will stimulate the readers to reflect critically on their own program strengths and weaknesses and come up with uniquely creative solutions to meet their local needs.

FIVE EASY PRINCIPLES

From a review of various research and evaluation studies (see References), we have distilled five key principles for planning and implementing successful rural Chapter 1 programs:

FIVE EASY PRINCIPLES

B asic and advanced skills
I ntensive early intervention
C oordination
E xtra quality time
P arent involvement

While these aren't the only considerations in planning a Chapter 1 program, they should be an important part of

any Chapter 1 program improvement effort. An easy way to remember the five principles is with the acronym **BICEP**, as the utilization of these principles can help **strengthen** Chapter 1 programs.

Basic and Advanced Skills

The new Chapter 1 legislation stresses the acquisition of both basic and advanced skills for eligible students:

> The purpose of assistance under this chapter is to improve the educational opportunities of educationally deprived children by helping such children succeed in the regular program of the local education agency, attain grade-level proficiency, and improve achievement in basic and more advanced skills. (Section 1001.b)

Traditional approaches to compensatory education have largely focused on basic skills remediation; students are drilled again and again on exercises intended to repair their weaknesses in basic reading or computation skills. Research and practical experience shows, however, that most of these students tend to be tracked into slow classes and fall farther behind as years go by. This "Tortoise and the Hare" approach doesn't work because the better-achieving rabbits aren't about to nap through upper grades and let themselves be overtaken.

To help Chapter 1 students achieve grade-level proficiency (or better), teachers will have to throw away their sets of worksheets and come up with more intensive, challenging, and creative instruction. Because low-achieving students have more ground to cover, they will need more time and better quality instruction in order to succeed. They need lessons that will engage them in the learning process. More repetitions and more circle-the-word exercises will only slow students down and turn them off.

Research tells us that at-risk students are capable of much more complex thinking and problem-solving. Just like their classmates, they can learn to think critically and creatively. Instead of "verbal worksheets," fragmented yes/no and single-answer questions, teachers should ask questions that will lead students to reflect on what they're learning.

As an alternative to remediation, therefore, we should think about developing the students' advanced or higher-order thinking skills. In other words, "Don't remediate, accelerate!"

For easy reference, Table 1 contrasts remediation and acceleration:

REMEDIATION vs. ACCELERATION

REMEDIATION	ACCELERATION
Skills first, application later	Skills through application
Separate packaged curriculum	Integrated curriculum
Low-level skills	Problem-solving and thinking
Indefinite term	Short term
Accurate decoding of words	Comprehension
Drill and practice	Teacher-led instruction
Worksheets	Trade books
Low expectations	High expectations

Table 1

Intensive Early Intervention

With limited resources, choices often have to be made about where to concentrate Chapter 1 services. If they're spread too thin, gains may be negligible. In most instances, a focus on early intervention makes most sense. As the saying goes, "A stitch in time saves nine." The current emphasis on early childhood education and preschool suggests that policy makers and educators have rediscovered this bit of age-old wisdom.

All too often, Chapter 1 programs don't come into play until students are already one or two grade-levels behind their peers. By that time, many have lost confidence in their own abilities. Imagine if teachers could provide intensive, creative, and caring instruction to young children when they first encounter learning problems in the classroom. A lot of the people in the remediation business would be out of work.

The Reading Recovery program is a case in point. Based upon an approach developed in New Zealand, this program provides intensive one-on-one tutoring for first-graders who have started to fall behind in reading. For 20 minutes per day for 6-20 weeks, the student reads with the classroom teacher or a resource teacher. Afterwards, most students return to the regular classroom and never need any more extra help in reading.

Another alternative is to allocate some Chapter 1 resources to support whole-day kindergarten programs for children most in need. More and more, reading and math readiness are becoming a prerequisite for first grade, and the extra time in kindergarten can make a real difference for some students.

Coordination

In many schools, programs for at-risk students operate in near isolation. Special education students are assumed to be the responsibility of the resource specialist; and limited-English-proficient (LEP) students, that of bilingual or ESL teachers. Similarly, many regular classroom teachers have little or no idea of what happens in the Chapter 1 classes, and Chapter 1 staff don't know about regular lessons.

As the number of categorical programs increases, the students most at risk of school failure also are given the most fragmented schedules. Instead of a logical set of instructional experiences that hangs together, at-risk students pass through a string of unconnected 50-minute periods. Students are assigned classes on the basis of their eligibility for various categorical programs, rather than educational needs.

Categorical programs such as Chapter 1 carry a double-edged sword. While they attempt to single out and offer extra services to needy students, they run the risk of separating those students from the regular program of study, and even permanently relegating them to second-class citizenship in the school.

Recognizing this danger, the reauthorized Chapter 1 legislation places a strong emphasis on coordination and requires not only "frequent and regular coordination" of Chapter 1 and regular instructional programs, but also between other services such as special education or English as a second language. The purpose is to "increase program effectiveness, eliminate duplication, and reduce fragmentation of the student's program." (Section 1012.c)

But what does "frequent and regular coordination" mean? Is it nothing more than occasional meetings of grade-level teams and support program staff? And exactly what is a coordinated curriculum?

As Table 2 shows, several dimensions of curriculum and instruction can enter into planning and maintaining a well-coordinated program. The instructional objectives, level of difficulty, and the manner in which difficulty is controlled all come into play. If students are learning long division in the regular classroom, for example, then supplemental instruction should concentrate on skills necessary for that operation. Chapter 1 lessons that are too easy will discourage students and turn them off. In the same way, the instructional approaches and their relation to the curriculum also need to be considered.

AREAS OF COORDINATION

Curriculum

Coordinate:	*Such as:*
difficulty control mechanisms	word frequency vs. letter frequency
level of difficulty	simple vs. complex
instructional objectives	comprehension vs. decoding *and/or* long division vs. percents

Instruction

Coordinate:	*Such as:*
instructional strategies	teacher-directed vs. learner-directed
explicit/implicit curriculum	text vs. teacher's approach
teachers' knowledge and expertise	expert vs. novice

Table 2

As you consider each dimension of curriculum and instruction, bear in mind that coordination doesn't mean just "more of the same." Where the regular program uses a basal reader, for instance, trade books might be used to provide Chapter 1 students with additional reading experiences, and other materials might form the basis for prereading activities.

Obviously, coming up with a coordinated program will involve more than simply strengthening curricular and instructional ties. It will require careful planning and sustained attention. School leadership that recognizes the need for coordination is essential, as is developing a collegial atmosphere among staff. Regular and Chapter 1 instructors must find ways to share responsibilities leading to coordination, from placement to evaluation (Table 3).

STEPS TO COORDINATION*

PLACEMENT

The regular classroom teacher has input into the Chapter 1 student selection process.

- o through referral
- o through review

DIAGNOSIS

Chapter 1 and regular classroom staff share specific information on each Chapter 1 student.

- o classroom performance
- o tests
- o observations

PLANNING

Chapter 1 and regular staff mutually agree on instructional priorities for each student.

- o objectives
- o skill areas
- o level of difficulty
- o instructional strategies
- o curriculum materials

MONITORING PROGRESS

Staff have a system for ongoing exchange of information and monitoring student progress.

- o meet regularly
- o exchange lesson plans
- o keep daily logs
- o observe each others' classrooms

EVALUATION

Chapter 1 staff and classroom teachers measure the progress of Chapter 1 students, making changes in the instructional program as indicated.

- o share best results
- o evaluate student progress
- o observe changes in attendance, grades, and classwork

* Adapted from: Northwest Regional Educational Laboratory, *Self-Assessment Instrument of Chapter 1 Program Quality*, January 1987.

Table 3

In small rural schools, one teacher or resource specialist may wear a number of hats. In a sense, therefore, coordination may be easier to carry out, because the same person directs and coordinates various programs. Still, sufficient time must be set aside regularly for all concerned teachers, aides, and administrators to agree on curriculum, review the progress of the identified students, and to ensure instructional strategies for these students are well integrated.

Following are brief descriptions of four Chapter 1 programs. How do issues of coordination apply in each?

- ***Pullout Reading Lab.*** Chapter 1 students visit a pullout reading lab four times a week. Profiles of students' reading level from the basal reading series are used to determine their placement in the software package. Student progress is monitored and adjustments are made as required. Teachers also meet during lunch to discuss how students progress.

- ***9-week Pullout for Reading.*** Fourth-grade students participate in a 9-week pullout program focused on reading comprehension. Because regular classroom lessons did not include explicit instruction in reading comprehension, the resource teacher developed an independent program for the Chapter 1 students.

- ***In-class Aides.*** Chapter 1 aides work in classrooms during regular seatwork time. Their role is to keep students on task, to be available for children to ask questions, and to interact with students in a positive and encouraging way. All students in the classroom use the same texts, work on the assignments, and are expected to master the same objectives.

- ***In-class Aides.*** Chapter 1 aides conduct small group lessons with Chapter 1 students during seatwork time. Assignments are usually taken from an earlier book in the basal series. Every few days, the classroom teacher gives the aide a list of the pages she wants covered.

Extra Quality Time

How can students who are behind be expected to make up achievement gaps without the extra time to do it? In 98% of school districts receiving Chapter 1 funding, supplemental programs are squeezed into the schedule of the regular school day. Before school, after school, Saturday, or summer programs are rare indeed.

Research has shown that providing students with the ***opportunity to learn*** (adequate time plus the appropriate lesson content) had more to do with student success than any other program feature.

To pull out or not to pull out is **NOT** the question. The setting within which Chapter 1 lessons are provided is not so important as the *quality* of Chapter 1 services and instruction implemented in the setting. The focus, therefore, in planning Chapter 1 programs should be on providing supplemental quality instruction.

Recent salvos against pull-out programs in elementary schools have caused many school districts to concentrate on the location of Chapter 1 services and shift to an in-class approach. Although some pull-out programs are poorly implemented, many are excellent. The same can be said about in-class programs. It's not where students receive instruction, but the content and quality of that instruction that matters.

Many believe that pulling Chapter 1 students out of class stigmatizes them. In fact, students can just as easily be stigmatized within the classroom as out. Teachers set the tone in the classroom and take the lead for how different groups of children are treated. Teachers, administrators, and aides must take care to bring Chapter 1 students up to speed without damaging their fragile self-concept.

Because of the departmentalized structure of secondary schools, students identified for Chapter 1 are simply assigned to a remedial English or math class. Although that course usually lasts a full semester, in some cases, a short-term intervention of a few weeks is tried. In neither case, however, are students given **extra** time, the time they need to catch up.

Research and common sense tell us that many disadvantaged students simply need extra attention and time to learn new concepts and skills. Add-on programs offered before or after school or on Saturdays are an important way to give students supplemental instruction and help ensure that they experience the regular curriculum fully. Whole-day kindergarten programs serve the same purpose. Advantages of different add-on programs are presented in Table 4.

ADVANTAGES OF DIFFERENT ADD-ON PROGRAMS

PROGRAM	ADVANTAGES
Before-school	* Students are fresh * Coordination with regular program
After-school	* Can involve parents * Regular teachers as instructors
Saturday school	* Can involve parents * Regular teachers as instructors
Summer school	* 4-6 weeks of sustained instruction * Regular teachers as instructors * Reduce summer learning loss
Intersession classes	* Works for year-round schools * Students receive continuous service

Table 4

Parent Involvement

The new Chapter 1 legislation places renewed emphasis on parent involvement (Section 1016). Districts must now:

- o inform parents about the Chapter 1 program,
- o consult parents on the design and progress of the program,
- o train teachers and staff to work with parents,
- o consult with parents on their children's progress, and
- o develop strategies that enable parents to supplement their child's education at home and at school.

The underlying objective of this effort should be to engage parents in ways that can affect student learning. While spaghetti dinners have their place, enlisting parents as classroom volunteers or training them to help their child at home have a much greater potential.

In a rural context, parent involvement may be more difficult to accomplish because of the often long distances between home and school. Rural districts that serve a large number of migrant families face additional challenges. Great staff commitment and creativity is needed to find local solutions for greater and more meaningful parent involvement.

Use of parent volunteers and dedicated community elders is an inexpensive but highly valuable way to generate more meaningful parent involvement. It also reduces the student-teacher ratio. Classroom volunteers, for example, can help with photocopying, cleaning up, checking attendance, arranging the room, putting up bulletin boards, and supervising on the playground and in the cafeteria. Some parents can serve as instructional volunteers, working under the direction of the classroom teacher or Chapter 1 resource specialist. They can provide extra practice for small groups of Chapter 1 students or engage the class by teaching songs or telling stories. They might also supervise on-going science and art activities.

For most parents, however, volunteer work won't be an option; either they have to work, or they live too far. In that case, the school can develop ways they can help in their own children's learning. Here are some ideas for engaging parents.

Parents:

- o provide a study area for child
- o read to or listen to your child read
- o set aside regular time for homework
- o make a bulletin board for child's homework assignments and other things

Teachers:

- o conduct workshops in which parents and children make learning materials and games for use at home and at school (flash cards, reading booklets)
- o assign homework that parents and children complete together
- o expose parents to educational games they can play at home

Another suggestion is for the rural school districts to work closely with other social service agencies in the area, not only to pool resources and personnel, but also to provide more direct and targeted services to parents of disadvantaged children.

For example, we all know that **children who read are read to**. We must enlist parents' help in teaching kids how to read. In rural districts, especially those with a concentration of migrant families, English literacy training for families could be a valuable component of the Chapter 1 program. An itinerant adult literacy specialist, jointly employed by the school district (e.g., with Chapter 1 and

migrant education funds) and social service agencies, who visits rural homes and teaches parents to read, may be an indirect but effective way to improve the literacy skills of Chapter 1 students.

CONCLUSION

We hope that you have found the above five principles useful in helping you design and implement your local Chapter 1 improvement plans. Just like the "Five Easy Pieces" one practices when learning to play the piano, the five easy principles offered here also require practice before mastery is possible. The more you put them into practice, the more insights and success you will gain in improving your Chapter 1 program. We would appreciate hearing from you about your experiences as an artist in applying these principles to suit your local needs. Your observations and reflections will be invaluable for future editions of this guidebook.

In the next chapter, we illustrate the principles through descriptions of three exemplary programs.

EXEMPLARY PROGRAMS

INTRODUCTION

In this section of the guidebook, we offer descriptions of Chapter 1 programs in three quite diverse school districts. In fact, we selected these three in part to provide a range in community context as well as Chapter 1 program design.

Chinle, Arizona is located in the midst of an Indian reservation. Serving a population of only 30,000 scattered over a 4,500 square-mile area. A five-hour drive from the nearest airport, Chinle is very rural. The Chapter 1 program shows how the local culture and environment can be used to make lessons interesting and relevant for students.

Juab, Utah is a small district in central Utah. Located forty miles south of Provo, four schools serve approximately 1,600 preschool-12th grade students. In recent years Juab has undergone major school improvement efforts in an attempt to provide consistent, quality instruction for all students in the district. Juab provides a good example of how Chapter 1 services can be integrated into the regular instructional program.

Long Beach, California is obviously not rural. Not only does Long Beach have a population of over 400,000, but it's nestled in the midst of Los Angeles County. That doesn't mean that the approaches taken in the district might not apply in rural settings, however. Because we've been so impressed with what the district has done to coordinate programs and add quality time to students' instructional day, we wanted to be sure it was included.

As you can see, the examples were selected for a variety of reasons. Most importantly, they illustrate at least one of the five principles -- and usually more than one. But they differ in the particular approaches they've taken. They also represent diversity in size and population.

We hope you will find the descriptions of these programs as interesting and innovative as they really are. As you read through each, think about the programs described and how you might adopt aspects of one or another, modifying them to meet your local needs.

CHINLE UNIFIED SCHOOL DISTRICT

THE NAVAJO CURRICULUM DEVELOPMENT AND PRODUCTION CENTER

CHINLE UNIFIED SCHOOL DISTRICT

THE COMMUNITY

THE DISTRICT

CHAPTER 1 PROGRAM

The Navajo Curriculum Development and Production Center

Background

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Basic/Advanced Skills

Intensive Early Intervention

Outcomes

Other Chapter 1 Services

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Applied Literacy Program

Remedial Programs

Home-School Liaison Program

SUMMARY

THE COMMUNITY

The Chinle area in Arizona is comprised of 12 different Navajo communities, scattered over about 4,500 square-miles, which is roughly the size of Connecticut. The population of the area served by the school district is approximately 30,000 people. Although it's the administrative center of the communities, the town of Chinle has no town government; and the area is poorly served by electricity, water, and roads. Most people either live in public housing facilities centered around Chinle or in traditional Navajo dwellings, called *Hogans*, many without running water or electricity. Because Navajos seldom settle in large communities, many miles often separate one small group of homes from another.

Chinle's difficulties are compounded by a high alcoholism rate, rising drug abuse, and extremely high unemployment (76%). The four main employers in the Chinle area are the Navajo tribe, the Indian Health Service (IHS) hospital, the Bureau of Indian Affairs (BIA) schools, and the public schools. Two local motels, gas stations, and several small stores and restaurants provide a few other jobs. Other activities that community members are involved in are sheep herding, cattle raising, and crafts such as silver-smithing, bead work, and rug weaving. The local national monument, Canyon deChelly, also hires people seasonally.

Because of the layout of the Chinle Unified School District, many students are bused to school. Fifty-seven district buses travel poorly paved (and unpaved) roads to pick up and drop off children. Those living nearer to Chinle walk or ride their bikes to school. Students who commute from far away get home late, and even with the bus ride, some have to walk a long distance to their homes.

A problem facing the school district is that many students do not seem to value education. Their general sentiment is that it's "not cool to be good," and there is pressure not to do well. Children who try to excel may be ridiculed and coaxed into giving up their desire to study.

The attitudes of parents toward the school is two-fold and somewhat contradictory. On the one hand, there are hopes that the schools, particularly the high school, will provide a better "something" for their children's futures. Their greatest concerns are lack of motivation, low achievement, substance abuse, poor attendance, truancy, and dropouts. On the other hand, parents believe that education is the sole responsibility of the school. The district has had a very difficult time getting parents concerned and involved in their children's education.

Compounding the problem are certain values of Navajo culture. In Navajo tradition, it is expected that children who excel or do better than their parents will support

them and share their good fortune. These are the students, however, who may want to leave the reservation for school or career.

THE DISTRICT

Chinle Unified School District is located on the Navajo Nation. Despite its remote location, the active work of the district has attracted visitors from Japan, Germany, Togo, and Rwanda. The district's approximately 4,000 students are served by six schools:

- an elementary school, K-6;
- an elementary to middle school, K-8;
- a primary school, K-3;
- an elementary school, grades 4-6;
- a junior high school, grades 7-8; and
- a high school, grades 9-12.

Ninety-seven percent of students are Navajo (there may be a few other tribes), with five or six blacks, one Asian, and a few whites making up the rest. Given the poverty level of families in the district, 79% of students receive free or reduced-price lunches. In some schools, the figure is even higher.

Over one-fifth of the students in grades 7-12 drop out each year. Attendance is very low as well. Efforts are being made to address this problem, but some schools are having more success than others.

The biggest achievement problems in the district are in math, reading, and language arts (in that order). While most students are still not performing at grade level, standardized test scores have improved in the last few years.

In sum, the district faces serious problems in student attendance, lack of parent involvement/concern, language and cultural barriers, and low motivation and achievement. Over 90% of students are qualified to be served by Chapter 1; 65% are served. In order to address these problems, the district has developed several innovative programs.

CHAPTER 1 PROGRAM

The district serves 2,363 Chapter 1 students; of these, 1,447 are limited-English-proficient (LEP). Many students speak both Navajo and English, but do not have a full command of either language.

The district uses a variety of tools to determine Chapter 1 eligibility. For grades K-1 the district uses Early Prevention of School Failure criteria. Any student deemed to have

moderate to considerable need is eligible. For grades 2-6, students scoring below the 50th percentile in reading on the Iowa Tests of Basic Skills (ITBS) are eligible. At the high school level, writing samples and Idea Proficiency Tests (IPT) are used to determine eligibility. There is also a teacher referral system through which teachers recommend students for testing and evaluation.

With a total Chapter 1 budget of over $1.5 million, Chinle has been quite active and innovative in its approach to Chapter 1 program implementation. One of the central features of the Chapter 1 program, for example, is the Navajo Curriculum Development and Production Center. It has been particularly successful in applying several of the key principles (i.e., Coordination, Basic/Advanced Skills, and Intensive Early Intervention). Below is a detailed description of how Chinle uses the Curriculum Center to serve Chapter 1 students effectively. Several other innovative and useful Chapter 1 programs, such as the Staff Development Program, the Literacy Center, the Applied Literacy Program, and the Home-School Liaison Program, are also included.

The Navajo Curriculum Development and Production Center

Background

The Navajo Curriculum Development and Production Center was established in 1976 by Dr. Robert Roessel, the superintendent of the district at the time. Having noted that students were being taught with curriculum materials selected in Phoenix, which did not match their linguistic and cultural learning styles or capabilities, Roessel decided that a more culturally relevant curriculum would bring students to school and keep them there. He wanted to show that there is value to Navajo culture and beliefs. He also believed that the curriculum could be made relevant and interesting within the local cultural context.

Roessel met with teachers, advisory groups, and district personnel and, using a criterion-referenced test, identified problem areas to document discrepancies in curriculum. Because he had test results to support his theory (as well as a strong personality), he was able to gather support at the state level.

The center has evolved and changed over the years but continues to use test results and teacher input to determine areas of need. When need has been identified, new curriculum materials are developed and then piloted with teachers and revised.

In the past, the Curriculum Center was 100% funded through Chapter 1. Today, however, it receives a little over 50% of its funds from this source; the other half is funded by Johnson O-Mally (JOM). Chapter 1 funds comprise $70,000 of the total Curriculum Center budget.

Purpose and Design

The purpose of the center is to create "culturally relevant, high interest, low vocabulary" curriculum materials. The materials are intended "to be used as supplementary educational materials... and have been specifically designed to meet the needs of... Navajo students." Many pieces of curriculum include two types of suggested grade levels: ESL and RDG. ESL denotes curriculum appropriate for students whose primary language is not English, and RDG indicates appropriate reading levels. There is quite a range of alternative uses for each set of curricula. Posters, games, and activity suggestions create involvement and interest.

Most of the products are designed around a theme or topic (e.g., Navajo history, Arizona geography, modern culture, or family traditions). Building on the theme, practice and review of targeted skills are incorporated by developing several components to each curriculum product. For example, a Navajo history curriculum series might include books with short stories, student activity books, handbooks, teacher's editions, games, and visuals. In general, the student activity books ask questions about the corresponding short stories. Students may be asked to recall events or vocabulary from the story, for example. The handbooks provide factual information. In the *Navajoland Safari* series, the students read about Willie and Suzie, who capture animals for the Chinle "wild animal park." The handbook which accompanies the story contains information about various reservation animals, their scientific classifications, habitats, diets, and unusual features.

The teacher's editions are generally divided into discussion questions, student workbook guide, and classroom activity suggestions. Sometimes the teacher's editions include suggestions on how to integrate the curriculum into other content areas such as math, science, and geography.

Chapter 1 also provides support for special projects that enhance students' skills. For example, high school students recently produced a video entitled "Walk in Beauty, not Trash." With support from staff, the students produced the video from start to finish, including the script, camera work, narration, editing, and final production. The center is providing more and more support for projects which help students to enhance their skills in organizing, planning, writing, and developing group products.

Products and Strategies

Most of the materials developed by the center are directed specifically at Chapter 1 students but are appropriate for all students. Integration of required skill development into stories and activities about the local culture has made the Chapter 1 curriculum interesting and relevant for the

students. To achieve this, the Center uses several strategies.

Cultural Relevance

One of the main underlying themes in all the materials developed is cultural relevance. Incorporating elements of the students' culture is an effective way to generate and maintain interest. Students are more likely to respond to what they know and understand. Reading and learning about their own culture and community may also help improve students' self-esteem. Therefore, materials developed by the Chinle Curriculum Center use stories, anecdotes, and illustrations taken from the local area.

For example, the Center staff have taken photographs of the area depicting various scenes and important events, such as a rodeo or a wedding. Each photograph is accompanied by a list of relevant vocabulary words. In the book, *Dinė Bikėyah Nizhóní* (*Navajoland is Beautiful*), a photograph of the local post office has words such as "stamp" and "letter" associated with it. More abstract terms words, such as "communication," are also listed.

Illustrative Stories and High Interest

Stories and legends are used in conjunction with workbooks to teach students a variety of skills. Stories about local heroes and customs are of great interest to the students. For example, in the *One for One* series, students learn about Navajo lifestyles during the eighteenth century. Activities, such as comparing lifestyles, sequencing of events in the story, and writing essays on topics generated by discussions, accompany the story. The *One for One* series was developed to be used with students in grades 6 to 12.

Many of the curriculum materials are illustrated with cartoon-type characters that are not too child-like for the high school students and designed so that students can relate to them. In some cases, the characters are modeled after real people in the community.

Visual Aids

Visual aids have proven to be effective tools in reinforcing certain skills. To this end, the center has developed two series of posters to be used as supplemental tools in teaching various subjects such as reading and history. The first is *The Navajo History* series, pictorial accounts of specific points in history of Navajo culture. On the back of the posters are study questions and discussion topics that relate to what has happened simultaneously in the United States. With this series, children learn to relate historic events and how they affect one another.

The second set of posters are *ESL Posters* which depict specific scenes or events taking place in Chinle. Each has a certain theme (e.g., hygiene, kinship, and animals) and

can be used to teach grammar and vocabulary or provide opportunities to practice oral skills.

Games and Activities

Teachers are also provided with suggestions for a variety of games and activities to be used as reinforcements of regular lessons. Board games, coloring books, and video projects are examples.

Principles Applied

By providing students with a culturally relevant and often entertaining curriculum, the Curriculum Center helps students develop the skills necessary to perform in the regular school curriculum. In doing so, the Curriculum Center applies three principles: coordination, basic/advanced skills, and intensive early intervention.

Coordination

The materials developed in the center supplement the district's regular and Chapter 1 specified curricula. Areas of need are determined by tests, and gaps are filled with newly developed materials. Coordination is a key element because materials designed must be relevant to the existing curriculum and be consistent with the goals outlined by the Chapter 1 program. To this end, the Curriculum Center staff develops materials that exemplify and provide additional practice for skills that need to be developed.

In many cases, teachers are provided with handbooks on how to maximize the use of newly developed materials. The handbooks list the concepts and skills covered in each product by grade level. In addition, guidelines for how to coordinate the additional materials with the regular district curriculum are also listed. The teacher's edition to the *Navajoland Safari* series gives suggestions on how to integrate the series into social studies and science. For example, in science, teachers can integrate the Navajoland story and activities into lessons about geological concepts (rock formations, natural resources, or fossils) or lessons about biological concepts (food chains or animal survival strategies).

Not only does the Curriculum Center coordinate regular and Chapter 1 curricula with Curriculum Center products, but it also allows many subject areas to be emphasized and brought together. For example, drama, science, and English are combined in the high school by students producing a video with technical support from the Center.

In addition, the materials produced are flexible enough to allow them to be used across a range of skill and grade levels. The teacher guidebooks, which include suggestions on how to use certain materials for different grade and skill levels, accompany many of the products designed by the Center. For example, the *Navajoland Safari* series, designed for reading grades 4-12, can be used to teach fourth-graders vocabulary and tenth-graders writing skills.

The Curriculum Center is centrally operated and maintains links with several other programs and staff in the schools. The center allows for regular input from teachers, students, and other personnel. Most projects are group efforts and bring into action individual's specific talents and skills. It is not necessary that the coordinator of the center be specialized in curriculum development, only that he or she have creative and innovative ideas.

The district also ensures that teachers and principals are aware of current instructional strategies pertinent to the students of Chinle and know of the curricular options available. The Curriculum Center staff and the Staff Development Coordinator, for example, are beginning to use videotapes to illustrate possible uses of the curriculum. As a result, teachers in Chinle are taking a more holistic approach in instruction. Topics are not miniaturized into separate, unrelated lessons; and skill practice is incorporated across content areas.

Basic/Advanced Skills

While the Chinle district has several pull-out and remedial Chapter 1 programs in place, there is an increasing emphasis on acceleration. Through additional readings and hands-on activities, students learn new skills through application, not mere memorization or repetition. For example, the center has developed a curriculum series whereby children can learn desired skills by making blue cornbread. Through the use of flash cards and coloring books, children learn to bake cornbread while learning essential verbal skills. A teacher's manual provides helpful guidelines for effective use of the series.

Moreover, many of the activities and lessons emphasize thinking skills and problem-solving. Students learn reasoning skills by examining photographs, as in the *Diné Bikéyah Nizhóní* (*Navajoland is Beautiful*) series described above. Students also practice problem-solving skills through the various board games.

Tangible applications of the various skills being taught show students the purpose and usefulness of those skills. They learn how acquiring basic and more advanced skills is necessary for survival as adults. Students are prompted into developing their own projects, such as the "Walk in Beauty, not Trash" project mentioned earlier.

Intensive Early Intervention

Many of the materials developed by the center over the past 13 years have been directed at the primary grades. One of the goals is to get children excited about their backgrounds from the beginning to instill a positive attitude toward school. In order to teach reading comprehension and grammar, especially to limited-English-proficient students, the center has developed a set of materials which is aimed at learning by doing (as in the

blue cornbread example above). Many of the games have been designed as supplements to regular lessons at the primary level. For example, the "Rodeo Clown Game" uses cards made by the teacher to "reinforce whatever ESL objectives s/he is emphasizing." When a student correctly answers questions on the cards, he or she can add a body part to the rodeo clown. The first student to complete a clown wins.

Through the Early Prevention of School Failure component of staff development, teachers learn about factors leading to school failure and how to identify students in danger of leaving school prematurely. Moreover, teachers are taught a variety of instructional skills suitable for Chapter 1 children.

Outcomes

It is difficult to attribute students' quantitative gains in achievement to the Curriculum Center. There are problems in knowing which teachers are using the materials and how they are putting them to use. Also, because many students benefit from multiple Chapter 1 programs, it would be difficult to discern which program was actually contributing to positive results. Moreover, establishing a control group for comparison would mean withholding services from some students. Despite this lack of quantitative data, several qualitative indicators point to successes of the Curriculum Center.

First, until recently the main focus of the district was on reading and language arts, the areas of greatest need. Today, however, math is the poorest subject while reading and language arts have improved. It is speculated that since the work of the curriculum center has primarily been in language arts, that this reversal may in part be attributed to use of the newly developed language arts curriculum.

Second, indications are that more and more people are using the curriculum developed by the center and asking for services. Teachers from all the schools are coming forward and asking for help in using the materials or are suggesting new ideas to be developed. Positive feedback is coming from all sides: parents, students, and staff.

Third, there has been a change in the high school. For the past nine years the school has had serious problems with student attitude and principal turnover (nine principals in as many years). Since the center has begun to focus on the secondary grades, however, changes are becoming apparent. Students are becoming more enthusiastic, and parents are becoming involved. The new principal is in her second year and has shown persistence. Student and teacher attitudes have improved as well. In addition, more and more projects are being completed through the Chapter 1 Curriculum Center. For example, an ESL

class has recently finished *Reflections*, a compilation of poetry, photographs, and drawings completed by students. Students worked on the project from start to finish, with support from staff at the Curriculum Center. Through this experience, students developed writing, organizational, and technical skills.

Finally, according to the Chapter 1 Director, one of the best indications of success of the Curriculum Center is that students are "stealing" books to take home and read.

Other Chapter 1 Services

Although the Curriculum Center occupies a large part of the district's activities in Chapter 1, several other interesting programs and activities are also underway.

Staff Development

For five years the district has coordinated an ongoing Staff Development Program focused in five main areas: Essential Elements of Instruction (EEI), Peer Coaching, Clinical Supervision (for the principals), Project READS (a method of incorporating reading into content areas), and Early Prevention of School Failure. A staff development coordinator, with the help of consultants, organizes training sessions in each area. Some of these components have mandatory yearly follow-up sessions designed to maintain and upgrade teachers' skills and knowledge. Approximately 80% of teachers and administrators have participated in the Staff Development Program. In addition, each school is allocated funds to hire consultants for specific staff training needs.

As noted previously, the Staff Development Coordinator and the Curriculum Center Coordinator have begun to develop training materials for use in the schools. For example, videotapes are used to show teachers and teaching assistants what can be done with existing curriculum and encourage them to diversify and be innovative.

Literacy Center

The Literacy Center is a new program in the district. Located in the primary school, the Literacy Center employs a coordinating teacher and an assistant who develop materials for training parents to help their children with school work. The goal is to increase parent interest and involvement in their children's education.

The Literacy Center has just been organized, but already the teacher is implementing some innovative ideas. She and the assistant have taken existing curriculum materials and altered them to be used by parents at home with their children. For example, they have cut-up the *Navajo History Posters* described above and laminated the cut-outs. Parents are invited to the school and shown how to use the cut-outs to help their children develop targeted oral or

written skills. In addition, parents can take home computer hardware and software to be used by the entire family. Skills in math, reading, and language arts are practiced.

Applied Literacy Program

The Applied Literacy Center is a new program in the high school. A coordinator and two teaching assistants provide students with opportunities to practice their written skills in a variety of contexts. Teachers from several content areas ask for assistance from the writing coordinator who then helps the teachers develop writing projects for their specific course. Students thus are taught to write on a variety of topics in different courses, not just English.

Remedial Programs

Schools in Chinle also coordinate remedial classes and pull-out programs. The junior high school has had significant positive results with its remedial English and reading classes. Approximately 85% of the students are served by Chapter 1. In the 8th grade, the reading scores showed an 8.3 NCE gain, and language arts, a 10.1 NCE gain. As a whole the school had a gain of 4.8 in reading and 5.1 in language arts.

Home-School Liaison Program

School attendance is a problem in the district because students are often kept home to baby-sit, help in the family business, or herd sheep. In an effort to get parents more involved in their children's education, the district developed the Home-School Liaison Program. In this program, liaison staff create a relationship between the home and school by talking to parents and teachers, thus acting as go-betweens. Tutoring is sometimes provided.

SUMMARY

The 1986 *Navajo Area Dropout Study* reviewed and analyzed various dropout data and determined certain "risk factors" for why students drop out. Some of the reasons cited by students were boredom, unchallenging curricula, and unexciting teachers. The study made several recommendations. One of them included the creation of "more challenging, more appropriate, and less rigid" curriculum.

Ten years prior to the findings of this study, Chinle Unified School District, already aware of these "risk factors," established the Navajo Curriculum Development and Production Center to address the problems of unchallenging, ineffective, and inappropriate curriculum. In doing so, the district has successfully applied three of the five key principles:

- o **basic/advanced skills** by creating student involvement through games and hands-on activities,
- o **intensive early intervention** by developing interest-grabbing stories and activities, and
- o **coordination** by building on existing curricula and providing teacher guidelines for effective use with regular and Chapter 1 curricula.

In addition, the district is committed to staff development and training and is increasing efforts to raise parent involvement through several other Chapter 1 projects the district has established.

According to the recently completed district Chapter 1 evaluation, every component of the program showed gains although few reached the significance level established by the state. As the Chapter 1 director pointed out, however, **any** gain is considered significant given the social and economic conditions of the reservation and the use of culturally different tests. Further, the strong qualitative data described earlier provides evidence of improved motivation and achievement.

A catalog of Curriculum Center products and additional information may be obtained from:

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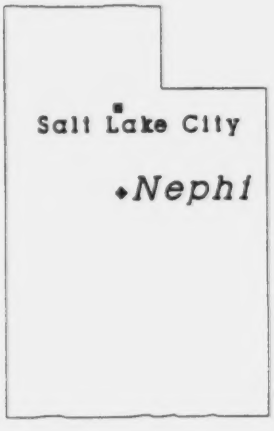
JUAB SCHOOL DISTRICT

NEPHI, UTAH



JUAB SCHOOL DISTRICT

OVERVIEW

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SUMMARY

OVERVIEW

Juab School District is a rural district in central Utah. The district center is the small town of Nephi, some forty miles south of Provo. At an elevation of 5,000 feet and in the shadow of 12,000-foot Mt. Nebo, Nephi shares in some of the spectacular scenery for which Utah is famous. An agriculturally-based community in the past, Nephi is now more a bedroom community to the larger Utah cities along the Wasatch front. Light industry, mining, and tourism provide much of the revenue in the area.

There are four schools in the district, serving approximately 1,600 students. Most students attend the elementary (650 students), middle (360 students), and high schools (400 students) located in Nephi. An additional 150 students are served in a second elementary school in the very small community of Mona at the north end of the district. District-wide, fifty-one percent of the students qualify for free or reduced-price lunches.

Under the direction of Superintendent Kirk Wright, Juab has been heavily involved in a comprehensive, district-wide approach to school improvement for the past four years. As a result of the district's successful improvement experiences, Juab is now becoming a model district in the state, with some of its teachers and administrators training other districts and schools in school improvement.

Juab's recent success in school improvement is mentioned only because we must first understand the district's approach to organizing instruction before we can characterize the Chapter 1 program accurately. As we will see, it is misleading to think of their Chapter 1 program as distinct from the regular academic program. Most of the district's compensatory education services are part and parcel of the regular program, with special education and Chapter 1 aides working in tandem with classroom teachers to help identified students master the common curriculum.

Virtually all of the district's $77,000 in Chapter 1 funds are spent on salaries. Chapter 1 funding supports four full-time instructional aides at the larger elementary school and three half-time aides at the smaller elementary school. All the aides serve grades 1-4, directing their attention primarily to language arts and mathematics. In addition, the larger elementary school has a self-contained first grade Chapter 1 classroom, where an experienced teacher and full-time Chapter 1 aide provide an intensive learning environment for at-risk students. How these teachers and aides work together to achieve a well-integrated program is the primary focus of this site description.

SOME RECENT HISTORY

ODDM Training

Along with four other rural Utah districts, Juab began an intensive district improvement program during the 1986-87 school year. Called the Outcomes-Driven Developmental Model (ODDM), this National Diffusion Network school improvement program was developed by the Johnson City School District in New York. While other activities have occurred in the district, the ODDM training has clearly been the most visible and pervasive activity in recent years.

The Outcomes-Driven Developmental Model evolved out of Johnson City's attempt to implement mastery learning in the classroom (see Block, Efthim, & Burns, 1989; Guskey, 1985). Grounded in the belief that all students can learn well, mastery learning focuses on student outcomes and the instructional techniques that enable students to master those outcomes.

A significant feature of the ODDM training is the instructional process model that all teachers are asked to follow. This instructional process model incorporates elements of mastery learning, Madeline Hunter's Instructional Theory Into Practice, curriculum unit development, and teaching to objectives. This model, apart from being based on sound principles of instruction, provides teachers a common language to discuss teaching among themselves. According to Superintendent Wright, the instructional process model has been one of the key elements of reform in the district.

The ODDM training goes well beyond classroom instruction, however. A central theme of ODDM is that school improvement can only be accomplished if approached from a district perspective. Real change in schools will occur, according to ODDM, only if all components of a school district are addressed, although not necessarily at the same time. The ODDM training does, in fact, involve most aspects of a school system:

- formal board endorsement of the outcome-based philosophy;
- strategic long-term planning at the district level;
- extensive curriculum development for implementing the state's core curriculum; and
- professional development for administrators, teachers, and paraprofessionals.

Mainstreaming

At the same time Juab began the ODDM work, the Utah State Office of Education asked the district to pilot a mainstreaming project for mildly-handicapped students.

Consistent with their philosophy that all programs should be available for all children, and concerned that isolating students in special programs can have negative social and affective consequences for those students, Juab readily agreed to pilot the project. The district was able to hire a special education resource teacher and 10-12 half-time special education aides. Funding for the project has continued to the present, and except for the severely-handicapped students, all students have been mainstreamed.

One of the benefits of mainstreaming is that classroom teachers take full responsibility for the learning of all students. In pull-out programs, the students leaving the classroom often come to be viewed by the classroom teacher as the responsibility of the resource teacher or compensatory education aides providing the instruction. In Juab, however, all students are expected to learn the common curriculum, and it is the responsibility of the classroom teachers to see that they do.

Special education and Chapter 1 aides were assigned to classes to help Juab teachers manage this added responsibility. Teachers and aides (including Chapter 1 aides) have undergone extensive professional development in special education and other teaching techniques.

ORGANIZATION OF INSTRUCTION

The ODDM school improvement work and the mainstreaming project dovetailed nicely in philosophy and practice. The philosophy that all children can learn and that no student should be excluded from learning opportunities directed attention to the common curriculum that all students, even the mildly handicapped, were expected to master. At the same time, the instructional process model provided a strategy for teaching the students. What remained to be done was to organize teachers in a way that concentrated the energy of the school on the children and their learning. Teaming was the answer.

Teaming

The teaming concept, derived from their work in ODDM, is a fundamental organizational feature at the elementary schools. Teaming enables teachers to provide well-planned and coordinated instruction to all students. In the words of Betty Mikkelsen, one of the elementary school principals, "One of the keys to our program is the concept of teaming. Teachers can bring their collective expertise together to solve educational problems."

At the larger elementary school, the instructors from the three or four classes per grade level make up a team.

TEAMS AT NEPHI ELEMENTARY

Grade Level	Classes	Teachers	Chapter 1 Aides	Spec. Educ. Aides	Total Number in Team
K	4	3	None	1 half-time	4
1	4	4	1 full-time	2 half-time	7
2	4	4	1 full-time	1 half-time	6
3	4	4	1 full-time	1 half-time	6
4	3	3	1 full-time	1 half-time	5
5	3	3	None	1 half-time	4

Table 5

Table 5 shows how the teachers, special education aides, and Chapter 1 aides form the grade-level teams.

Communication and Coordination

Teams are able to meet every Thursday afternoon beginning at 1:30 because of a shortened school day made possible by beginning school a half hour earlier and eliminating an afternoon recess. This "quality work time" provides teachers and aides the opportunity to discuss the upcoming week, plan the curriculum, brainstorm techniques for particular students, and generally organize their strategy for teaching the week's objectives. The full-time special education resource teacher and the principal often meet with the teams as well. The ODDM instructional process model that all teachers are required to follow provides a common language that facilitates discussion and planning. In short, the teachers, aides, and specialists have both the time and a language to communicate and coordinate.

An additional feature of the teaming approach that makes communication and coordination even easier is that all teachers in a team teach the same curriculum at the same time. During each week's planning meeting, the team outlines the objectives to be taught and on what days. Consequently, extensive sharing of materials, teaching techniques, and tips is possible. Furthermore, it is relatively easy to coordinate instructional plans with the aides since the aides know beforehand the focus of the lesson on each day and what their responsibilities will be.

Three examples illustrate the power of teaming and group planning in providing a coordinated program of instruction. As these examples make clear, teaming allows aides to be prepared for the objectives being taught on a given day, to be in the classroom at a time when they can

work efficiently, and to be able to provide additional time and preparation for upcoming lessons.

> o ***Aides know what is to be done each day.*** Because they have already reviewed the objectives for the week with the teachers, they do not have to wait for directions from the teacher or ask what the students are working on that day. The teacher is not disturbed, and the aides can immediately begin to provide one-on-one or small group work with the students requiring assistance. Furthermore, they have with them the curricular materials, flashcards, worksheets, or manipulatives necessary for corrective and enrichment activities. In fact, the aides literally carry with them a basket of resources, what they call their "bag of tricks," planned beforehand for the day's lessons and work.
>
> o ***Aides' visits to classrooms are carefully scheduled.*** In the weekly planning meetings, the timing of aides' work in each classroom is planned so that it occurs during guided practice activities, not whole class activities led by the teacher. As a result, aides do not waste time waiting during teacher-directed lessons. Furthermore, two or three aides may be in the classroom at the same time working with students and helping to maintain the instructional pace.
>
> o ***Aides occasionally prepare students for upcoming lessons.*** For a reading lesson, for example, aides might introduce the new words in the story, expose the student to the passage to be read, or work on context clues in the story. This additional time may come in class or after school, or students may be pulled out of class in the afternoon. According to Susan Cowan, coordinator for all district compensatory education programs, preparation for new instruction will sometimes allow students who have not experienced much success in the past to be the "smartest kids in the class that day."

These three examples of coordinated instruction are made possible, of course, because the team has planned the curriculum for the upcoming week and has formally scheduled when and how the aides will be used. The aides

not only know what is to be taught, but when during the day the instruction is to occur.

Teaming is accomplished differently at the smaller elementary school. With only one class per grade level, the six teachers comprise the team. Since the three Chapter 1 aides are half-time and work in the morning, they are unable to participate in the Thursday team meeting as easily as full-time aides might. Consequently, participation in decision-making by the aides is limited at this school, and communication between the teachers and aides sometimes suffers. Although this arrangement is less than ideal, with limited resources, it was thought to be more beneficial to have more half-time aides and cover all the classes rather than concentrate resources on a few full-time aides.

The cross-grade teaming at the smaller elementary school still allows the teachers to communicate and share information about curriculum and students. In addition, the principal, Norman Wall, believes that his teachers may have a better idea about the entire elementary curriculum than teachers who form grade-level teams. The lower-grade teachers hear about and can discuss what is expected of their students next year. Teachers also discuss students and strategies or techniques that worked well for a particular student.

BENEFITS OF TEAMING

Teaming builds coordination among teachers and instructional aides at each grade level through:

- o joint planning and curriculum development, and
- o the use of a common language.

Teaming allows aides to:

- o be prepared for the objectives of the day,
- o schedule classroom visits during guided practice, and
- o work on the current assignment or prepare students for the upcoming lesson.

Early Intervention

As described above, teaming provides the mechanism communication and coordination among the teachers at

the elementary level. An equally important feature in the district is early intervention.

Early intervention is manifested in two ways. First, the district provides a pre-school and an alternative kindergarten for students. The alternative kindergarten is for students judged not to be ready for the regular kindergarten classes; however, students can readily move between the alternative and regular kindergarten as necessary. In both the pre-school and the alternative kindergarten, the district attempts to maintain about a 6 to 1 ratio of children to adults.

The second way early intervention is manifested is in the self-contained, first-grade Chapter 1 classroom at the larger elementary school. Although heterogeneous assignment and mainstreaming is followed in the entire district, this first-grade classroom serves only Chapter 1 students. One of the best, most experienced teachers in the district has been given the responsibility for 20-25 of the students who have been identified, through teacher nomination and standardized testing, as being most at-risk and needing special attention. This teacher also has the assistance of a full-time Chapter 1 aide. Thus, two adults, with an intentionally-reduced class size, work full-time with students most in need of assistance.

The curriculum in this class is the same as in the other first-grade classes, and standard teaching materials and techniques are used. What is unique about this arrangement is the reduced class size, the full-time aide, and the placement of an experienced teacher in the classroom.

Outcomes

This intensive early intervention has paid off in terms of student achievement. The district coordinator of compensatory programs reports that the mean growth in normal curve equivalents for last years' self-contained Chapter 1 class was 21.6 in reading and 22.9 in math. Both scores represent substantial growth and are educationally significant. Furthermore, every Chapter 1 student demonstrated at least positive growth, with many students showing growth of 50 to 60 NCE points. Some one-third of the students were not identified as Chapter 1 in this year's second grade.

SUMMARY

On paper, the Chapter 1 program in Juab School District is typical of many programs. Chapter 1 aides are enlisted to assist classroom teachers in their classrooms. What makes this program special is the way that the Chapter 1 and special education resources are used to complement the regular instructional program and enable identified students to learn the same curriculum as other students.

Chapter 1 and special education are not separate from or in addition to the regular program, but an integral part of it.

The integrated program was clearly a result of the school improvement efforts in the district. The intensive work in the Outcomes-Driven Developmental Model has revitalized the district with a renewed sense of purpose. To support its common mission--that all students will learn--the district has a well-defined curriculum and instructional process model for helping students achieve success. Most importantly, all the adults in the district work together to help students develop their talents. Excellent schools ultimately rest on such collaboration.

For further information on Juab's Chapter 1 programs, contact:

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LONG BEACH UNIFIED SCHOOL DISTRICT

LONG BEACH UNIFIED SCHOOL DISTRICT

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- **The Program Facilitator**

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- **Saturday School**

SUMMARY

OVERVIEW

Long Beach Unified School District serves the coastal city of Long Beach in Southern Los Angeles County. A sprawling metropolis of nearly 420,000, Long Beach is one of the major shipping facilities on the Pacific and is home to the Queen Mary and the Spruce Goose. The Port of Long Beach provides over 200,000 jobs and introduces over $6 billion into the local economy each year. Other major employers include McDonnell-Douglas Corporation and the United States Navy. Despite its development of industry over the past several years, Long Beach still boasts a thriving tourist industry and over nine miles of sandy beaches. Like most of Southern California, Long Beach is ethnically diverse, with a population that is 52% white, 19% Hispanic, 17% Asian, and 12% black.

The school district enrolls over 66,000 students in 79 schools. In the past 20 years, the district population has undergone a dramatic transformation. While whites used to make up nearly 90% of student enrollment, they now account for less than one third. The number of minority students, chiefly Hispanic and Asian, increased 500% from 1966 to 1989. Along with this shift, has come linguistic variation as well. Limited-English-proficient (LEP) students now make up one fourth of the students; some 40 other languages, most commonly Spanish and Cambodian, are represented. Poverty rates have risen as well, so that currently 27% of the students' families are eligible for AFDC.

The Long Beach Unified School District has been going through a major reorganization over the past few years; a large part of this effort has focused on decentralization services. Several positions in the district office have been eliminated, and schools have been grouped into six administrative units, or divisions. In addition, the district has adopted a middle school format throughout, so that all schools are either K-5, 6-8, or 9-12. Year-round schools are another area in which the district is experimenting. So far, seven schools have adopted year-round schedules, where students attend in units of 60 days on/30 days off.

Chapter 1 supports school programs with a budget of $10.5 million. Over 16,384 students across 12 grades in 34 schools are served through the program. Students scoring below the 35th percentile at the elementary level and the 29th percentile at secondary schools are eligible. Limited-English-proficient students are tested in their own language; nearly one third of elementary school students enrolled in Chapter 1 programs are limited-English-proficient.

Like most districts, Long Beach Unified School District offers a variety of services through Chapter 1. In-class, pullout, and add-on projects are provided in a range of

different formats. On the average, students in elementary schools receive about 30-40 minutes per day of Chapter 1 services, and because of the district's widespread use of add-on projects, this time for many students is truly supplemental.

In certain respects, the district's Chapter 1 program has been a driving force for reform. The program's emphasis on coordinating services, for example, has meant an increase in interaction and collegiality among staff. The compensatory education programs in the district are notable for several reasons; but here we will emphasize their innovations in four areas: Coordination, Staff Development, Parent Involvement, and Extra Quality Time.

COORDINATION

The Long Beach school district has for several years worked to improve coordination between the Chapter 1 and regular programs. A variety of mechanisms help ensure that regular classroom teachers and Chapter 1 staff work together in planning curriculum and monitoring student progress.

Curriculum and Instruction

Long Beach schools link regular and supplemental instruction in at least three ways. One is to use the Chapter 1 period to introduce the regular lesson. In reading and language arts, for example, the Chapter 1 staff teaches a story before the regular lesson, a type of prereading. A second technique is to assign Chapter 1 students support activities provided in the basal series (in this case, Houghton-Mifflin) that won't be covered with the whole class. A third method is to assign Chapter 1 students additional reading selections on the same general theme as that to be covered in the regular classroom. Although selections in this last approach are taken from the list of suggested outside readings in the basal series, the support provided to the regular lesson is less direct. Students may be required to learn extra vocabulary, and reading more selections could be a burden for some.

In math, schools have been developing pacing schedules in the Scott-Foresman series so that Chapter 1 staff can anticipate lesson content week by week and use different materials to teach the same concepts.

The district is also extending its coordination efforts beyond the basic math, reading, and language arts curricula. A new emphasis is to integrate learning through subjects areas. Chapter 1 programs, for example, use and coordinate with content area texts such as social studies and science. In some schools, Chapter 1 students in grades 4-8 attend a half-hour reading and language arts lesson as part of their 90-minute social studies/science

period. During that time, students are taught reading and writing using either the regular text or, as is more often the case, through literature related to the course content.

Joint Planning and Monitoring

Joint program planning and monitoring are an essential part of each school's Chapter 1 program. Schools vary, however, in the types of joint planning they allow for and conduct. Depending upon the school, any combination of several types of meetings may be employed. Meetings may be scheduled for a) long-term curriculum mapping, b) program monitoring and planning, and c) monitoring student progress.

In some schools, a long-term curriculum mapping session is scheduled quarterly in order that grade level teachers and Chapter 1 staff can chart the year's curriculum linkages. Teachers are provided release time for these meetings. Program monitoring and planning meetings, on the other hand, take place about every four to six weeks. Once again, grade level teams get together to review progress and reevaluate overall plans. A third type of meeting, common in middle schools, pairs a classroom teacher with Chapter 1 staff during common conference periods. Conducted on a weekly basis, these meetings cover the needs and achievement levels of individual students.

An aspect of these meetings that shouldn't be overlooked is that they are formally scheduled, and everyone is expected to attend. Experience has shown that if school leaders merely *suggest* that grade level teams, or teachers and aides, get together to plan, few meetings will take place. Many school staffs, accustomed to working independently, will be "too busy" to find the time.

Specialist and classroom teachers stay in touch in other ways as well, of course, through written communication and occasional impromptu meetings before or after school or in the cafeteria. But the key to successful coordination is bringing all involved staff together on a regularly scheduled basis so that they may share ideas, concerns, and information.

The Program Facilitator

Another essential feature of the coordination effort in Long Beach is the assignment of a program facilitator at each school. Supported with a combination of Chapter 1 and California School Improvement Program funds, the Program Facilitator works directly with the principal and has a wide range of administrative and coordinative duties. He or she develops and monitors the school's Chapter 1 plan; plans and coordinates parent activities; hires, trains, and manages instructional aides; oversees planning and

coordination of services; schedules Chapter 1 classes; meets regularly with district compensatory education staff; and takes responsibility for in-service training for instructional aides, resource teachers, and regular teachers who instruct Chapter 1 students. In addition, the Program Facilitator processes all paperwork, monitors budgets, maintains student records, and produces the school's Chapter 1 program newsletter.

Program Facilitators are generally former Chapter 1 Specialist teachers who aspired to move into administration and are actively working toward their administrative credential. In the process of district decentralization, the position of Program Facilitator will likely grow in importance.

Coordination is a major function of the Program Facilitator. He or she monitors services provided by Chapter 1 staff and makes sure they support the core curriculum. At most schools, the Program Facilitator orchestrates instructional and curriculum planning through periodic program monitoring and planning meetings with grade-level teams of program and regular staff.

Each school's Chapter 1 facilitator is also required to develop a coordination plan that outlines strategies for identifying weaknesses and making improvements. The plan must specify how the content of pullout programs will be coordinated with regular lessons, how program and regular staff will share diagnosis information, how joint planning will be conducted, and how monitoring and evaluation will be carried out.

STAFF DEVELOPMENT

Staff development is receiving renewed emphasis in the district. As part of a district-wide movement toward decentralization, for example, Chapter 1 administrators have been working hard to move improvement services into the schools. Instead of offering a one-day workshop for interested teachers, each school facilitator takes up the responsibility. For 1989-90, schools can choose to focus staff development activities in one of three areas:

- o cooperative learning,
- o reading comprehension, or
- o Teacher Expectation/Student Achievement (TESA).

Under this plan, the district Chapter 1 office identifies trainers for each staff development area. Following a trainer-of-trainers approach, individual schools become responsible for using their own personnel to facilitate

practice through demonstration lessons and peer coaching. Chapter 1 funds may be used to support release time for teachers to attend training workshops, cost of teachers who lead demonstration lessons, and teacher stipends. Each school must develop a 1-year plan, but already several have lengthened theirs to 2-year plans.

Staff development is also provided to all Chapter 1 instructional aides in the district. Called "college aides" because they are undergraduates at the local university, first-year aides receive twelve hours of training in:

- o orientation to the school and program,
- o increasing student participation and motivation,
- o ways to use reinforcement theory in the classroom,
- o effective questioning techniques, and
- o ESL techniques.

Continuing aides participate in the staff development activities in one of the areas mentioned above.

Economic conditions have caused many school districts to channel a large portion of their Chapter 1 and other categorical funds into the support of instructional aides. Because they are funded by Chapter 1, and because the regular classroom teacher has broader responsibilities, instructional aides are given responsibility for delivering supplemental instruction to Chapter 1 students. Because the skills and training that aides bring to the classroom varies widely, however, we are in effect assigning those students who need help the most to the person least qualified to provide it. Until a better alternative arises, all Chapter 1 schools should invest in the type of training Long Beach provides its aides.

PARENT INVOLVEMENT

Long Beach carries out a wide range of parent involvement activities that enable schools to inform, consult, and train parents. Not least among them are the after-school and other add-on programs described below. These programs engage parents and their children in school learning activities, such as Family Math. There are many others.

One interesting approach to building parent involvement is through the use of "school-community workers." Funded in part through Chapter 1, these local community members act as liaisons between the school and the children's homes. Their primary responsibility is to conduct home visits to families new to the neighborhood and to monitor attendance, health conditions, welfare needs, and health

and clothing needs for Chapter 1 students. They also make positive home calls to report on children's successes. They then share this information with program administrators and report any situations needing immediate attention.

School-community workers also serve as an information resource for families. They furnish parents with information on school programs and community services, arrange for family visits to school, and encourage parent participation in school information sessions. In emergency situations, school-community workers provide transportation for children and parents.

Of the 35 Chapter 1 schools, 20 have a school-community worker. Most are bilingual in Spanish or Cambodian, the predominant languages other than English, and act as interpreters at various school meetings. Because many are already respected members of the community, they can more easily gain the trust of recent immigrant parents. Two Cambodian school-community workers, for example, were educators in their home country.

EXTRA QUALITY TIME

Add-On Programs

Add-on programs provide Chapter 1 services outside the regular school day: before or after school, on Saturdays, during summer vacations, or during intersession. The rationale for add-ons is obvious. They offer an alternative to the standard pull-out or in-class model in which a fixed amount of instructional time is redistributed. By offering students small-group instruction, tutoring, or self-paced instruction in times beyond their regular lessons, Chapter 1 services become truly supplemental.

Long Beach Unified has been experimenting with a variety of add-on programs and currently operates Summer School, Before-School, After-school, Intersession, and Saturday programs.

Summer School

LBUSD offers Chapter 1 Summer School programs in several schools. The programs are designed to:

> strengthen and sustain academic gains made during the regular school year in reading, language, and math, and to develop more advanced learning skills including reasoning, analysis, interpretation, problem-solving, and decision making.

The exact focus of each program varies, however. John Muir Elementary, for example, offered a summer reading, math, and language program only for first graders scoring below the 50th percentile in Fall testing. The Garfield

Elementary program, on the other hand, included 160 students in grades one through five. In other programs, junior high and high school students are eligible.

Summer School classes in elementary school typically met from 8:30-11:30 a.m. every day from June 28 to July 24, 1988. Programs for older students have longer hours and last an additional two weeks. All Summer Schools rely primarily on certificated teachers and a program facilitator, with one or two instructional aides sometimes included. At Garfield, for example, students were served by a staff of nine teachers, a facilitator, and two aides. Classes were kept to 12-15 students each.

Students rotate through three 55-minute periods of reading, math, and language. At John Muir, the reading lessons incorporated a "Read Me a Story" program from the regular school year. In this program, parents and/or cross-age tutors read to students or listen to them read aloud. In math, the emphasis was on problem-solving and included graphing, use of manipulatives, simulations, and applications. Language Arts focused on written and oral expression, fairy tales, plays, and other literature. Tutoring was provided by intermediate grade students who were enrolled in Chapter 1 computer labs during the year.

Before-School and After-School Programs

Before-school and after-school programs are offered in a variety of formats, including split-day reading, back-to-back reading, before- or after-school tutoring, small-group instruction, or homework classes.

Split-Day Reading Programs

In split-day reading programs, an additional hour is added to the students' school day. Half the eligible students receive instruction for an hour in the morning; the other half stay an hour later in the afternoon for their reading.

Back-to-Back Reading

In this format, all reading instruction for grades 1-3 are provided between 8:10 and 10:20 each morning. Students are divided into "early" and "late" groups. Early students have their regular reading lesson the first hour; at 9:20, students go to either Chapter 1 or other instructional activities that include library and music programs and math or reading clubs. For late readers, the pattern is reversed. In at least one case, the school was so pleased with this format that the school day was extended an hour, and all students were placed on a rotating back-to-back schedule.

Tutoring and Homework Programs

In middle schools, Tutoring Centers provide students with supplemental support in math, language arts, and general study skills. At one school, for instance, a before-school homework center is available for students to get help on their homework from the Language Specialist. On Mondays and Wednesdays, after-school assistance is

available from the Reading Specialist; on Tuesdays and Thursdays, the focus is math.

The Junior Great Books Program is another after-school program. Small groups of students in grades 4-6 take part in group meetings twice a week for 40 minutes. The focus of the program is to help students learn to think independently about literature and articulate their ideas. Following a "shared inquiry" approach, students and Reading Specialists read and analyze reading selections.

A take-home computer and family math program serves sixth and seventh grade students and their parents. After four or five family math sessions, families are provided with take-home computers and trained in their use. Follow-up sessions are then offered by the representative of the participating computer company, resource specialists, and the program facilitator.

Intersession Programs

Intersession programs serve schools on year-round schedules. The Long Beach Unified School District runs four-track, year-round schools in which students attend for three sessions of three months (sixty days) each. This creates three one-month (30 days) intersessions. Those students eligible for Chapter 1 are given the opportunity to attend a Chapter 1 program during their intersession.

At Robert Louis Stevenson School, for example, Intersession classes meet daily for 2 hours, Monday through Thursday. Each of four tracks is assigned an Intersession period; in 1988-89, these were:

	1988	1989
Track A:	November 1-17	March 13-23
Track B:	December 5-15	April 3-20
Track C:	January 9-26	May 8-18
Track D:	October 10-20	February 6-23

At other schools, classes meet daily and may follow slightly different schedules. Grade-levels for students vary as well; but in general, Intersession programs are offered to students in grades 2-5.

In most programs, students are assigned to small instructional groups of 10-15 each and provided instruction in reading, language, and math in three 35-40 minute periods. Lessons focus on the maintenance and extension of reading comprehension skills in oral and written language, and math applications and problem-solving in math.

Instructors are typically Chapter 1-funded specialist teachers who allocate 2-3 hours of their regular day to the program. Because Long Beach makes use of Program Facilitators in Chapter 1 programs, the Program Facilitator is available to coordinate the planning and management of the Intersession program.

Saturday School

A Saturday School program was piloted at one school during the 1988-89 school year. Two four-week sessions were scheduled on Saturday mornings from 8:30-11:00. Staff consisted of five specialist teachers, one program facilitator, and a college aide.

The focus of the Saturday School program was on "Parents and Children Together." One or both parents attend with their child and receive training in parenting skills. The program served grades 1-5, and to help ensure attendance, parents were required to sign a commitment that they would attend each Saturday with their child. Staff and parents were all pleased with the first eight-week program. At a district meeting, for example, several parents of children in the Saturday School pleaded for the program to be expanded to all schools on a year-round basis. They felt no one should be denied the opportunity of participation.

The curriculum for children was a literature-based program with a focus on comprehension skills in reading, developing fluency in writing, and problem-solving skills in math. Parents were provided opportunities to strengthen basic skills and develop effective parenting skills so they could support their child's educational program at school.

SUMMARY

In some respects, the student population of Long Beach Unified School District represents the future. The student enrollment in California schools is already predominantly minority; and by the end of the century, Hispanics, blacks, and Asians will outnumber whites statewide. Across the country, similar demographic trends show the population becoming more ethnically and linguistically diverse.

Long Beach's approach has been to get out front on improving their programs for low-achieving students. They didn't wait for the new Chapter 1 legislation, H.R. 5, to be passed to start experimenting with ways to add time to the students' instructional day. They didn't wait for coordination and parent involvement to be emphasized before they invested resources in Program Facilitators and School-Community workers.

Long Beach doesn't have all the answers, nor are their programs all working perfectly. But the district does have

a few years of experience with these innovations that many others lack. When they first wanted to experiment with a Chapter 1 Saturday School, for example, they had difficulty even locating a district that could share its experiences. No one on the West Coast seemed to have tried that approach. This dedicated and progressive district sets a good example.

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